

# CALIFORNIA SCHOOLS

APRIL, 1960



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*Superintendent of Public Instruction*

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THE COVER ILLUSTRATION shows pupils using equipment in a "blue image screen" at a classroom for fifth and sixth grade aged boys from San Jose High School, Elementary School District, Sacramento County. Rec-  
tory, library, and books were purchased with the assistance of National  
and State Education for funds.

## A NEW CREDENTIAL STRUCTURE FOR CALIFORNIA

ROY E. SIMPSON, *Superintendent of Public Instruction*

The California State Board of Education, at its meeting in Sacramento, February 1960, officially approved new standards for the certification of professional employees for California public schools. These standards will be employed as the basis for completing a new credential structure for California.

During the past five years, while the standards approved were being developed, regular progress reports were made to the State Board of Education. And at the January 1960 meeting of the Board in Los Angeles, a full day was devoted to hearing the recommendations of the representatives of a majority of California's educational organizations as well as the California Congress of Parents and Teachers, Inc., the California School Boards Association, and the Citizens Advisory Commission to Joint Interim Committee on the Public Education System.

### BASIC PRINCIPLES

The standards approved by the State Board of Education are based on the following principles:

1. *A credential is a license issued by the state authorizing professional service in the public schools of the state.* A credential guarantees to the public that the holder is competent to perform certain professional duties insofar as preparation and experience can guarantee such competence. The public is assured through a credential that the holder has met certain standards established by the state.
2. *The purpose of credentialing is to establish and maintain state standards for the preparation and employment of persons to teach and render other nonteaching professional services in the public schools.* Credential requirements are the state standards which persons must meet before they may be employed to teach or render nonteaching professional services in the public schools. The standards developed for each type of credential should be based upon the professional skills and the competencies needed to perform the duties authorized.
3. *The issuance of credentials is a state function.* Through the authority vested by the people in their elected representatives and the authority granted by the State Legislature, the state is charged with the legal responsibility of issuing credentials. The state cannot delegate, either in part or in full, this responsibility to any other agency, but it may in the interest of increased efficiency ask the

assistance and co-operation of both public and private agencies in carrying out its credential issuance responsibility.

The role of the agencies from whom co-operation and assistance is requested should be made clear and their relationships to one another and to the state should be specified. Teacher education institutions, county school offices, school districts, professional education organizations, and the public all have roles to play.

As an example, practice has wisely dictated that colleges and universities screen, evaluate, and recommend their applicants for a credential; and the practice of the state has been to accept these recommendations. The performance of this service constitutes the most feasible procedure in administering the function. This delegation carries with it the degree of authority necessary to perform the service, but each application so placed is a direct application to the issuing authority, and must be considered as such if the function is to remain a state function, and if the state issuing agency is to retain complete authority over the function, which is needed in order to effectively represent and protect the people.

4. *Each person who is employed in a professional capacity in the public schools should be required to hold a credential.* State certification should be based upon a single system of licensure, not a dual system. The establishment of a dual system would authorize and legally sanction a double standard for the employment of persons to render professional services in the public schools and could be the beginning of a lowering of standards for all professional school employees. The State Committee's objective of simplifying the credential structure will not reach fulfillment if the evils of multiplicity are merely transferred to another type of license. The establishment of a prestige group among professional employees may invite morale problems as well as set the stage for lower standards for everyone.

The status and prestige of a profession comes through its accomplishments and cannot, except indirectly, be legislated or regulated through governmental action.

5. *A credential structure should be made up of several different types of credentials.* The number of different types of credentials should be kept to a minimum, but should include a sufficient number to insure adequate standards for the wide variety of professional skills needed in the public schools. The required provisions can be made in many ways. Many states utilize an endorsement system for various credentials, and for practical purposes these serve the same function as separate credentials.
6. *A credential structure should provide for any new professional services which need to be added in the future.* In an expanding

and improving system of public education new professional services may become needed in the schools. The credential structure should make it possible to provide for such new professional services without increasing, unless absolutely necessary, the number of different types of documents in the structure.

7. *A new credential structure should preserve and advance the standards which have been achieved in the past.* Credential requirements have insured a constant upgrading of programs of preparation and any change in a system which has made such advancement possible must be considered carefully and in the light of its potential for continued advancement, growth, and higher standards.
8. *A credential structure should not limit the academic freedom of individual teacher education institutions.* A credential structure should not impose a ceiling upon the credential programs of individual teacher education institutions, either with respect to their general education, their teaching majors and minors, or their professional education programs. Credential requirements must, however, establish clearly the state standards for each type of credential in the structure, but should encourage initiative on the part of teacher education institutions in developing preparation programs which they believe will produce individuals with the competencies needed.

It is the professional responsibility of each teacher education institution, insofar as possible, to establish quality programs within the framework of the state credential requirements. Quality programs result from serious study and effort to improve instruction, reduce fragmentation and proliferation, and concentrate upon the scope and sequence of the total teacher education curriculum. Within this frame of reference, credential programs will likely differ from institution to institution in terms of sequence and emphasis, but the total requirements within broad areas can remain fairly constant.

9. *Credential requirements should be stated in as general terms as possible.* The requirements for credentials should outline the broad areas of preparation required and should encourage each teacher education institution to experiment in the development of its own sequence within the broad scope established by the state.
10. *Credential requirements should be developed through proper democratic procedures involving all segments of the profession, the legal agencies, and informed members of the public.* Leadership in determining the structure for credentials and the administrative procedures to be used in the issuance of them is a responsibility of the issuing agency working in co-operation with all agencies and

groups which represent the profession and the public. Through democratic procedures the issuing agency has the obligation to seek the participation of all interests in the formulation of desirable goals, policies, and procedures. The exercising of this leadership is necessary to effectively develop, administer, and improve state standards. There is no group or organization that should have sole or exclusive right as a co-operating agency, for the democratic procedure requires and demands the participation of all public interests.

11. *A credential structure should be supported by proper accreditation procedures.* While not a part of the certification process itself, the accreditation of institutions of higher learning for purposes of teacher education on both a state and national level will help to insure quality programs of preparation.

The accreditation of secondary schools and some type of evaluation of elementary schools, if this is appropriate and feasible, should provide as one of its important functions an assessment of faculty assignments.

12. *The preparation of elementary and secondary teachers, including junior college teachers, should encompass five years of preparation in approved institutions of higher learning.* At least five years of collegiate or university preparation, including general education, subject matter concentration, and professional education, is needed to prepare teachers to assume their professional responsibilities in the public schools.
13. *The professional portion of a teacher education program increases in value the closer it is placed in the sequence to actual classroom observation and experiences of students.* Theory courses in education prove most meaningful when students are able to draw upon the actual classroom experiences they have had. The issuance of credentials on a partial fulfillment of requirements basis makes possible the taking of a certain portion of the professional education sequence in conjunction with teaching experience.
14. *A credential structure should give guidance in the assignment of staff members, but should not attempt to control closely such assignments.* The initial employment of teachers and other school officials should be accomplished through the professional help of college and university placement officials. Through this assistance local administrators are in a position to utilize teaching and other competencies most effectively. Teachers also add to their competencies in teaching fields other than through formal collegiate or university preparation. Increasing maturity sometimes leads to a change in interests. Teachers may, through independent study, travel, reading, and other means, develop knowledge and compe-

tency which makes preferable their assignment to teach in fields other than their former major or minor fields of study. Attempting to completely control faculty assignments through credential regulations places undue limitations upon local administrators and necessitates a system of exemptions which in proportion could become more important than the control itself.

The state can most realistically exercise its protective function for the public through a system of credentials which limits authorization by educational level, but authorizes an individual to teach or practice his field of specialization at all levels. The acknowledged need for differences in the preparation of teachers for various grade levels such as elementary, high school, and junior college, naturally dictates the limitation of authorization which should be imposed.

#### STANDARDS APPROVED

The standards approved by the State Board of Education follow:

##### 1. STANDARD TEACHING CREDENTIAL

###### 1.1 *Specialization in Elementary Teaching*<sup>1</sup>

*Issuance:* The Standard Teaching Credential endorsed for elementary teaching may be issued upon the completion of:

- (1) a properly executed application;
- (2) an acceptable bachelor's degree;
- (3) a year of postgraduate work;
- (4) a professional education program including directed teaching in the elementary grades of the public schools or its equivalent in teaching experience in the public or private schools of equivalent status;
- (5) An appropriate academic subject matter major; and
- (6) an appropriate academic subject matter minor or preparation in a specialized area (exceptional children or school librarianship.)

*Authorization:* The Standard Teaching Credential endorsed for elementary teaching authorizes the holder to teach:

- (1) all classes in grades kindergarten through nine, except as otherwise provided by law;
- (2) classes organized primarily for adults; and
- (3) his elementary subject matter major or area of specialized preparation (exceptional children or school librarianship) as specified on his credential, kindergarten through grade twelve.

<sup>1</sup> The Standard Teaching Credential with Specialization in Elementary Teaching is intended to replace the following credentials: Kindergarten-Primary Credential, General Elementary Credential, Librarianship Credential, and Credential to Teach Exceptional Children.

### 1.2 *Specialization in Secondary Teaching*<sup>2</sup>

*Issuance:* The Standard Teaching Credential endorsed for secondary teaching may be issued upon the completion of:

- (1) a properly executed application;
- (2) an acceptable bachelor's degree;
- (3) a year of postgraduate work;
- (4) a professional education program including directed teaching in the secondary grades of the public schools or its equivalent in teaching experience in the public or private secondary schools of equivalent status;
- (5) An appropriate academic subject matter major; and
- (6) an appropriate academic subject matter minor or preparation in a specialized area (exceptional children or school librarianship).

*Authorization:* The Standard Teaching Credential endorsed for secondary teaching authorizes the holder to teach:

- (1) all classes in grades seven through fourteen, except as otherwise provided by law;
- (2) classes organized primarily for adults; and
- (3) his secondary subject matter major or area of specialized preparation (exceptional children or school librarianship), as specified on his credential, at all grade levels.

### 1.3 *Specialization in Junior College Teaching*<sup>3</sup>

*Issuance:* The Standard Teaching Credential endorsed for junior college teaching may be issued upon the completion of:

- (1) a properly executed application;
- (2) an acceptable master's or other acceptable graduate degree in an approved academic subject matter area;
- (3) a professional education program including directed teaching, or its equivalent in teaching experience in the public high schools, private schools of equivalent status, or in approved institutions of higher learning;

<sup>2</sup> The Standard Teaching Credential with Specialization in Secondary Teaching is intended to replace the following credentials: Junior High School Credential, General Secondary Credential, Junior College Credential, Special Secondary Credential in Vocational Agriculture, Special Secondary Credential Limited to Designated Subjects, Special Secondary Limited Credential in Agriculture, Special Secondary Credential in Art, Special Secondary Credential in Business Education, Special Secondary Credential in Homemaking Education, Special Secondary Credential in Industrial Arts, Special Secondary Credential in Music, Special Secondary Limited Credential in Music, Special Secondary Credential in Nursing Education, Special Secondary Credential in Physical Education, Special Secondary Credential in Speech Arts, Librarianship Credential, and Credential to Teach Exceptional Children.

<sup>3</sup> The Standard Teaching Credential with Specialization in Junior College Teaching is intended to replace the following credentials: Junior College Credential, Librarianship Credential, and Credential to Teach Exceptional Children.

- (4) an appropriate academic subject matter major; and
- (5) an appropriate academic subject matter minor or preparation in a specialized area (exceptional children or school librarianship).

*Authorization:* The Standard Teaching Credential endorsed for junior college teaching authorizes the holder to teach:

- (1) all classes in a junior college and in grades eleven and twelve, except as otherwise provided by law;
- (2) classes organized primarily for adults; and
- (3) his junior college subject matter major or area of specialized preparation (exceptional children or school librarianship) as specified on his credential, in grades seven through fourteen.

*Renewal of Standard Teaching Credential:* The Standard Teaching Credential is issued initially for five years and is renewable either for five-year periods or for an indefinite period of time upon verification of three years of successful teaching experience in the public schools of California. This renewed credential (for an indefinite period) shall become invalid if for five consecutive years the holder is not employed in a position in the public schools requiring the holding of a valid state credential.

## 2. STANDARD DESIGNATED SUBJECTS TEACHING CREDENTIAL<sup>4</sup>

*Issuance:* The Designated Subjects Teaching Credential endorsed for any authorized subject or trade may be issued upon the completion of:

- (1) a properly executed application;
- (2) a prescribed program of preparation and/or experience; and
- (3) a professional education program.

*Authorization:* The Designated Subjects Teaching Credential authorizes the holder to teach the subject or trade designated on his credential for the amount of time indicated.

*Renewal:* The Designated Subjects Teaching Credential is issued initially for five years, unless otherwise specified in the requirements,

<sup>4</sup> The Standard Designated Subjects Teaching Credential is intended to replace the following credentials: Special Secondary Credential in Aviation, Special Secondary Limited Credential in Vocational Business Education, Special Secondary Limited Credential in Industrial Arts Education, Special Secondary Limited Part-Time Credential in Industrial Arts Education, Special Secondary Credential in Public Safety and Accident Prevention Including Driver Education and Driver Training, Special Secondary Credential in Sciences Basic to Medicine, Special Secondary Vocational Class A Credential in Trade and Industrial and Public Service Education, Special Secondary Vocational Class B Credential in Trade Technical Subjects Related to Trade and Industrial Occupations, Adult Education Credential in Designated Subjects, Adult Education Credential for Short Unit Courses, Class D Vocational Credential in Trade and Industrial and Public Service Education, Exchange Teacher Credential, Military Science and Tactics Credential, and Special Secondary Vocational Credential in Business Subjects (other than Typewriting, Shorthand, and Bookkeeping) for Part-Time Teaching Service.

and is renewable either for five-year periods or for an indefinite period of time upon verification of three years of successful teaching experience in public education in California. This renewed credential (for an indefinite period) shall become invalid if for five consecutive years the holder is not employed in a position in public education requiring the holding of a valid state credential.

### 3. STANDARD DESIGNATED SERVICES CREDENTIAL <sup>5</sup>

*Issuance:* The Designated Services Credential endorsed for pupil personnel, health, or other services may be issued upon the completion of:

- (1) a properly executed application;
- (2) an acceptable bachelor's degree or graduate degree, or acceptable preparation and/or experience in lieu of a degree;
- (3) a pupil personnel, a health education, or other education program including directed field experience when specified in the requirements, or its equivalent in school pupil personnel, health, or other service experience in public or private schools of equivalent status; and
- (4) a year of acceptable postgraduate work unless otherwise specified in the requirements.

*Authorization:* The Designated Services Credential authorizes the holder to perform the pupil personnel, health education, or other services as designated on his credential at all grade levels.

*Renewal:* The Designated Services Credential is issued initially for five years and is renewable either for five-year periods or for an indefinite period of time upon verification of three years of successful guidance or health service experience in the public schools of California. This renewed credential (for an indefinite period) shall become invalid if for five consecutive years the holder is not employed in a position in public education requiring the holding of a valid State credential.

### 4. STANDARD SUPERVISION CREDENTIAL <sup>6</sup>

*Issuance:* The Supervision Credential may be issued upon the completion of:

- (1) a properly executed application;
- (2) an acceptable bachelor's degree or graduate degree;
- (3) a year of acceptable postgraduate work;

<sup>5</sup> The Standard Designated Services Credential is intended to replace the following credentials: General Pupil Personnel Services Credential, and Health and Development Credential.

<sup>6</sup> The Standard Supervision Credential is intended to replace the Supervision Credential, and will also authorize principalships presently included under the following credentials: Elementary School Administration Credential, Secondary School Administration Credential, General Administration Credential, and Secondary School Administration Credential in Trade and Industrial Education.

- (4) a program of professional preparation in public school supervision including directed field experience;
- (5) the holding of one or more of the standard teaching or service credentials or a comparable credential issued under prior requirements; and
- (6) the verification of three years of successful teaching and/or service experience in the public schools of the United States.

*Authorization:* The Supervision Credential authorizes the holder to:

- (1) supervise classroom instruction (consistent with the standard or general teaching credential which he holds), non-instructional services, and serve as a school principal under the supervision of a superintendent, at the grade level which is endorsed on his standard or general teaching credential upon the verification of three years of successful teaching experience in the public schools of the United States;
- (2) supervise instruction in the subjects or services endorsed on his designated subjects or designated services credential upon verification of three years of successful teaching experience or service experience, whichever is appropriate, in the public schools of the United States; and
- (3) supervise other professional activities at all grade levels in accordance with Sections 13292 and 13150 of the Education Code.

*Renewal:* The Supervision Credential is issued for five years or less to coincide with the expiration date of the basic teaching credential held, and may be renewed either for five-year periods or for an indefinite period of time upon verification of three years of successful supervisory experience in the public schools of California and the holding of a basic teaching credential which has been renewed for an indefinite period of time. The Supervision Credential shall become invalid when the holder no longer holds a valid standard teaching credential.

##### 5. STANDARD ADMINISTRATION CREDENTIAL<sup>7</sup>

*Issuance:* The Administration Credential may be issued upon the completion of:

- (1) a properly executed application;
- (2) an acceptable bachelor's degree or graduate degree;
- (3) two years of acceptable postgraduate work;
- (4) the requirements for the Supervision Credential;

<sup>7</sup> The Standard Administration Credential is intended to replace the following credentials: Elementary School Administration Credential, Secondary School Administration Credential, General Administration Credential, and Secondary School Administration Credential in Trade and Industrial Education.

- (5) a program of professional preparation in public school administration including directed field experience;
- (6) the holding of a standard teaching credential which has been renewed for an indefinite period of time with one or more of the following endorsements; elementary teaching, secondary teaching, or junior college teaching; or a general teaching credential issued under prior requirements; and
- (7) the verification of at least three years of successful teaching, supervisory, or administrative experience in the public schools of the United States requiring certification.

*Authorization:* The Administration Credential authorizes the holder to administer or supervise any and all areas of public education at all grade levels.

*Renewal:* The Administration Credential is issued for five years or less to coincide with the expiration date of the standard or general teaching credential held, and may be renewed for five-year periods or for an indefinite period of time upon verification of three years of successful administrative experience in the public schools of California and the holding of a standard or general teaching credential which has been renewed for an indefinite period of time. This renewed credential (for an indefinite period) shall become invalid when the holder no longer holds a valid standard or general teaching credential which has been renewed for an indefinite period of time.

#### LEGISLATION TO BE SOUGHT

The State Board of Education has directed the State Department of Education to seek legislation which will enable the Board to adopt credential regulations in accordance with the approved standards.

The State Board of Education has also directed the Department to seek the following legislation:

1. Legislation to the effect that before a high school or junior college teacher can be assigned to teach a subject which is not in his major or minor field of preparation the assignment must be approved by the governing board of the district. Governing boards will also be asked to submit annual reports to the State Board of Education on the teaching assignments given to each teacher. The State Board of Education believes that such legislation will focus greater attention on the proper assignment of teachers. In its resolution of February 11, 1960, the Board declared that "there should be no teaching outside of this subject matter major or subject matter minor except under authorization of a local school board in accordance with the standards of the State Board of Education, and that a report of assignments should be made to the Department of Education annually."

2. Legislation to authorize the State Board of Education, at its discretion, to issue credentials for limited periods of time on the basis of partially fulfilled credential requirements. The Board was concerned with its responsibility of providing an adequate supply of teachers to maintain the classrooms needed in California, believing that it must be in a position to issue credentials wherein certain of the requirements may be postponed and that theory courses that meet certain of the requirements may be more valuable to the teacher if he completes them while he is teaching.
3. Legislation which will enable the State Board of Education, at its discretion, to issue a teaching credential to an eminent scholar, scientist or other person who cannot otherwise meet certification requirements, upon the recommendation of a school administrator who will affirm that the individual is to be employed in his school district, such requests to be channeled through the office of the county superintendent of schools to the State Board of Education. Such a credential would be issued initially for a one-year period, and could be renewed for subsequent one-year periods upon the request of both the local administrator and the applicant. Eminence in each case would be determined through the applicant's peers.

The next step, in addition to seeking the enabling legislation needed, is the development of the requirements for each credential in the structure. This work, which will be done through a state-wide representative committee system, is now in the planning stage. The plans developed will be presented in the near future.

## TAX RATES FOR ELEMENTARY, HIGH SCHOOL, AND JUNIOR COLLEGE PURPOSES IN CALIFORNIA<sup>1</sup> SCHOOL DISTRICTS

RONALD W. COX, *Assistant Division Chief, School Administration*

This article deals with tax rates for elementary, high school, and junior college purposes authorized by the Legislature for California school districts, the impact of rates of taxes levied in selected California school districts during 1958-59 and 1959-60, and the trends in tax rates of all California school districts in the period 1952-53 through 1958-59.

### TAXES PRESENTLY AUTHORIZED FOR PUBLIC SCHOOL SUPPORT

*General Fund Maximum Statutory Tax Rates.* Maximum tax rates for General Fund purposes have been established for school districts by law. The rates established by law may not be exceeded unless authorized by a majority of the electors of the district voting in an election called for the purpose. The maximum tax rates established by law (Education Code Section 20751), are shown in the following tabulation:

Type of district	Grade levels maintained	Maximum statutory tax rate per \$100 of assessed valuation
Elementary school	1-6	\$0.80
	1-8	0.80
	K-6	0.90
	K-8	0.90
High school	7-12	0.75
	9-12	0.75
	7-14	1.10
	9-14	1.10
Junior college	13-14	0.35
Unified	1-12	1.55
	K-12	1.65
	1-14	1.90
	K-14	2.00

*General Fund Tax Rates Permitted to Be Levied in Excess of the Maximum Statutory Tax Rates.* The law, for specific purposes, has also authorized tax rates that may be levied in excess of the statutory tax rates prescribed. The specific purposes for which such tax rates may be levied are as follows:

1. The statutory maximum tax rate may be increased by \$0.10 in any district not maintaining a kindergarten but contracting with

<sup>1</sup> Basic data for this article were provided by the Bureau of School Apportionments and Reports, Ray H. Johnson, *Chief*, and the Bureau of Education Research, Henry W. Magnuson, *Chief*.

another district for the education of its kindergarten pupils (Education Code Section 20752).

2. The maximum statutory tax rate may be increased in any district not to exceed \$0.05 in elementary school, high school, and junior college districts, and not to exceed \$0.10 in unified districts, for civic center and community recreation purposes (Education Code Section 20801).
3. The amount required to be contributed to the Retirement Annuity Fund may be raised by a tax in excess of the maximum statutory rate in any district. A district is required to contribute 3 per cent of the compensation paid to employees who are members of the retirement system or the proceeds of a \$0.05 tax if it is a single-level district; \$0.10 tax if it is a two-level district; and \$0.15 tax if it is a three-level district. The money raised by an over-ride tax levied for this purpose must be expended only for the purpose of the Retirement Annuity Fund (Education Code Sections 14210 and 14214).
4. The amount required to be contributed to the State Employees' Retirement System may be raised by a tax in excess of the maximum statutory rate in any district. There is no limit on the amount of the excess rate, but the money raised must be used only for contributions to the State Employees' Retirement System (Government Code Section 20532).
5. The amount required to provide meals for needy pupils may be raised by a tax in excess of the statutory maximum rate in any district. There is no limit to this over-ride tax, and the money raised must be expended only for meals for needy children (Education Code Section 11706).
6. The tax levied may be in excess of the maximum statutory rate for the purpose of making annual repayment to the state of interest and principal due in any district that has received building aid in the form of a loan-grant under Chapter 1389, Statutes 1949, or Chapter 27, Statutes 1952, Second Extraordinary Session. Money raised for this purpose may be expended only for this purpose (Education Code Sections 19443 and 19619).
7. The tax levied may be in excess of the maximum statutory tax rate in any district for the purpose of making payments for the purchase of property acquired from another district in which the property is located (Education Code Section 1615).
8. The tax levied may exceed the maximum statutory tax rate for the purpose of paying rental to the component district for the use of facilities to the component district in any newly formed

unified school district in which there are bonds outstanding in any component district. The amount paid is the same as is required annually to pay interest and principal on the outstanding bonds of the component district (Education Code Section 3356).

9. The tax levied may exceed the maximum statutory tax rate whenever the assessed valuation of the district has been modified upward to conform to the state-wide average assessment level (Education Code Section 17262). The excess tax rate may be sufficient to provide the funds required to offset the decrease in school equalization aid resulting from the modification of the assessed value of the district.

*Bond Interest and Redemption Fund Tax.* Constitutional and statutory requirements make it necessary to establish a fund for the payment of interest and principal on the outstanding bonds in any district in which bonds have been sold. Taxes are levied annually so that funds will be available to meet the necessary annual payments. There is no limit on the amount of this tax rate. However, districts are limited to outstanding bonds in the amount of 5 per cent of assessed valuation per level maintained.

*Junior College Tuition Tax.* The tuition for the junior college education of a student residing in territory of a county that is not part of a district maintaining a junior college is paid from the receipts of a tax levied upon the assessed valuation of all of the territory in the county that is not part of a district maintaining a junior college. The amount to be raised by such a tax is certified by the county superintendent of schools to the county board of supervisors and the county auditor, and the levy of the necessary tax is mandatory. There is no limit on the amount of this tax rate.

*High School Tuition Tax.* The tuition to meet the expense of the education of a high school student residing in an elementary school district which is not part of a district maintaining a high school is paid from the receipts of a tax levied upon the assessed valuation of the elementary school district. The amount to be raised by such a tax is certified to the county board of supervisors and the county auditor by the county superintendent of schools, and the levy of the necessary tax is mandatory. There is no limit on the amount of this tax rate.

#### IMPACT OF TAX RATES FOR SCHOOL PURPOSES

In most areas of the state the property owner receives a tax bill for the support of elementary school, high school, and junior college purposes. If he happens to live in territory that is not a part of a district that maintains a junior college he will receive a junior college tuition tax bill if one or more students from the territory attend a junior college.

Property owners who live in an elementary school district that is not a part of a high school district pay tuition taxes for the students of the district who are attending high school.

The impact of school taxes on property owners can be measured only by listing the tax rates required in each elementary school district and unified school district of the state, and by adding the tax rates that are levied for elementary school, high school, and junior college purposes. Since space limitations will not permit the listing of tax rates levied against the assessed valuation of each of the 1,361 elementary school and 103 unified school districts, the impact of school taxes on property owners is illustrated in Table 1 by showing the rates in 1958-59 and in 1959-60 for elementary school, high school, and junior college purposes in the district with the largest elementary school attendance in each county. The tax rates listed include all those levied for educational purposes upon the assessed valuation of property within the elementary or unified school district, as the case may be.

Table 1, beginning on page 176, reveals that tax rates in 1959-60 have generally increased over tax rates in 1958-59. Of the 58 districts selected, during the 1959-60 school year, 42 increased tax rates from \$0.02 to \$0.85 for a median increase of \$0.22 1/7; and 16 decreased tax rates from \$0.002 to \$0.17 for a median decrease of \$0.07. The median tax rate in 1958-59 for the 58 districts was \$3.2730, ranging from \$0.7560 in the Alpine Union District of Alpine County to \$5.0068 in the Bakersfield City School District of Kern County. In 1959-60, the median tax rate for the 58 selected districts was \$3.4926, ranging from \$0.6570 in the Alpine Union School District of Alpine County to \$5.1301 in the San Bernardino City School District of San Bernardino County. Table 2, page 180, indicates the major changes in the two years.

#### TRENDS IN TAX RATES FOR SCHOOL PURPOSES

The effort of school districts to provide revenues for the support of public schools has been increasing annually, at least from 1947-48, when the ratio of local property tax revenue to state-wide assessed valuation was .01925, to .03230 in the 1957-58 school year.<sup>2</sup> This increase in tax effort has been accompanied by an increase in tax rates. Table 3, page 180, shows the per cent of the districts and the per cent of total average daily attendance in districts that have levied rates below, at, and above maximum statutory rates established by the district, for the period 1952-53 through 1958-59. The rates above maximum have been levied only after authorization to exceed the statutory maximum rate was voted by a majority of the electors of the district.

Table 3 reveals that during the period studied, a decreasing per cent of all districts taxed below and at the maximum statutory tax rate, while an increasing per cent taxed above the maximum. The table also shows

<sup>2</sup> *A Report to the California Legislature on the Study of Public School Support*, Sacramento, California: California State Department of Education, January, 1959, p. 7, Table I-3.

TABLE 1

**TAX RATES FOR ALL EDUCATIONAL PURPOSES IN THE SCHOOL DISTRICTS  
WITH THE LARGEST ATTENDANCE IN ELEMENTARY SCHOOLS IN EACH  
COUNTY, 1959-60, COMPARED WITH THE TOTAL TAX RATE FOR 1958-59**

COUNTY District High School Junior College	Tax rates per \$100 of assessed valuation				
	1959-60			1958-59	
	General fund	Bond interest and redemptions fund	Subtotal	Total for district	Total for district
<b>Alameda</b>					
Oakland City Unified.....	\$3.4350	\$0.5866	\$4.0216 .0150	\$4.0366	\$3.1931
Other purposes <sup>1</sup> .....					
<b>Alpine</b>					
Alpine County Union.....	.6570		.6570	.6570	.7560
<b>Amador</b>					
Oro Madre Unified.....	1.7100		1.7100 .0930	1.8030	1.8390
Junior college tuition.....					
<b>Butte</b>					
Chico City.....	1.6490	.2650	1.9140	3.4758	3.1930
Chico City High.....	1.1990	.2678	1.4668 .0950		
Junior college tuition.....					
<b>Calaveras</b>					
Calaveras Unified.....	1.7600	.2000	1.9600 .1500	2.1100	2.1200
Junior college tuition.....					
<b>Colusa</b>					
Colusa Unified.....	1.9300	.1665	2.0965 .1200	2.2165	2.3768
Junior college tuition.....					
<b>Contra Costa</b>					
Mt. Diablo City Unified.....	3.4810	.8471	4.3281 .3660	4.6941	4.6600
Contra Costa Junior College.....					
<b>Del Norte</b>					
Crescent City.....	2.3220	.3430	2.6650	4.2750	4.3560
Del Norte County High.....	1.2990	.2420	1.5410 .0890		
Junior college tuition.....					
<b>El Dorado</b>					
Placerville Union.....	1.1400	.3000	1.4400	3.2200	3.0200
El Dorado County Union High.....	1.3600	.2600	1.6200 .1600		
Junior college tuition.....					
<b>Fresno</b>					
Fresno City Unified.....	2.8146	1.0840	3.8986	3.8986	3.9661
<b>Glenn</b>					
Orland Joint Union.....	.9950	.3070	1.3020	2.6900	2.7584
Orland Joint Union High.....	1.1500	.2130	1.3830 .0250		
Junior college tuition.....					
<b>Humboldt</b>					
Eureka City.....	1.8500	.1860	2.1380	3.9990	4.1800
Eureka City High.....	1.5800	.2500	1.8300 .0300		
Junior college tuition.....					
<b>Imperial</b>					
El Centro.....	.9930	.4020	1.3950	2.5720	2.5700
Central Union High.....	1.1770		1.1770		
<b>Inyo</b>					
Bishop Union.....	1.3450	.3089	1.6539	3.2578	3.1853
Bishop Union High.....	1.2400	.2460	1.4860 .1179		
Junior college tuition.....					
<b>Kern</b>					
Bakersfield City.....	2.0600	.8500	2.9100	5.0200	5.0068
Kern County Joint Union High.....	1.6700	.4400	2.1100		

TABLE 1—Continued

COUNTY District High School Junior College	Tax rates per \$100 of assessed valuation				
	1959-60			1958-59	
	General fund	Bond interest and re- demption fund	Subtotal	Total for district	Total for district
<b>Kings</b>					
Hanford	1.5500	.3300	1.8800	3.4050	3.7400
Hanford Joint Union High	1.0300	.2000	1.2300		
Junior college tuition			.2950		
<b>Lake</b>					
Lakeport Union	1.7800	.1382	1.8882	3.4882	3.3400
Clear Lake Union High	1.5000		1.5000		
Junior college tuition			.1000		
<b>Lassen</b>					
Susanville	1.0500	.0400	1.0900	2.8100	2.7700
Lassen Union High	1.7200		1.7200		
<b>Los Angeles</b>					
Los Angeles City	1.2577	.2373	1.4950	3.4907	3.3098
Los Angeles City High	1.2314	.3425	1.5739		
Los Angeles Junior College	.2599	.0561	.3160		
Other purposes <sup>1</sup>			.1068		
<b>Madera</b>					
Madera	1.1580	.4110	1.5690	3.3360	3.2560
Madera Union High	1.4600	.1340	1.5940		
Junior college tuition			.1730		
<b>Marin</b>					
San Rafael City	1.8500	.2190	2.0690	3.8860	3.7420
San Rafael City High	1.1900	.2370	1.4270		
Marin Junior College	.3900		.3900		
<b>Marijosa</b>					
Mariposa County Unified	1.7400		1.7400	1.8790	1.9329
Junior college tuition			.1390		
<b>Mendocino</b>					
Ukiah Union	1.5800	.4400	2.0000	3.5500	3.3400
Ukiah Union High	1.0700	.3300	1.4000		
Junior college tuition			.1500		
<b>Merced</b>					
Merced City	1.3700	.3137	1.6837	3.7537	3.1124
Merced Union High	1.4200	.4500	1.8700		
Junior college tuition			.2000		
<b>Modoc</b>					
Alturas	1.7500	.4200	2.1700	3.0535	2.5169
Modoc Union High	.8200		.8200		
Junior college tuition			.0635		
<b>Mono</b>					
Mammoth	.8000		.8000	1.5500	
Antelope Union					1.5800
Mono County High	.7500		.7500		
<b>Monterey</b>					
Monterey City	1.5400	.3100	1.8500	4.2910	3.7906
Monterey Union High	2.3600	.0810	2.4410		
<b>Napa</b>					
Napa	1.5200	.3600	1.8800	4.2400	4.2600
Napa Union High	1.6700	.6900	2.3600		
<b>Nevada</b>					
Grass Valley	1.1900	.0400	1.2300	3.1414	2.6419
Nevada Union High	1.0900	.3914	1.4814		
Junior college tuition			.4300		

TABLE 1—Continued

**TAX RATES FOR ALL EDUCATIONAL PURPOSES IN THE SCHOOL DISTRICTS  
WITH THE LARGEST ATTENDANCE IN ELEMENTARY SCHOOLS IN EACH  
COUNTY, 1959-60, COMPARED WITH THE TOTAL TAX RATE FOR 1958-59**

COUNTY District High School Junior College	Tax rates per \$100 of assessed valuation				
	1959-60			1958-59	
	General fund	Bond interest and re- demption fund	Subtotal	Total for district	Total for district
<b>Orange</b>					
Anaheim City	1.1500	.4157	1.5657	3.7984	3.5649
Anaheim Union High	1.4033	.4671	1.8704		
Junior college tuition			.3623		
<b>Placer</b>					
Roseville City	1.4200	.3899	1.8099	4.0199	3.3600
Roseville Joint Union High	1.5800	.1400	1.7200		
Sierra Junior College	.3700	.1200	.4900		
<b>Plumas</b>					
Plumas Unified	1.7300	.2200	1.9500	1.9890	1.7410
Junior college tuition			.0390		
<b>Riverside</b>					
Riverside City	1.3550	.2673	1.6223	3.6931	3.5875
Riverside City High	1.2340	.3798	1.6138		
Riverside Junior College	.4180	.0390	.4570		
<b>Sacramento</b>					
Sacramento City Unified	3.1300	.5665	3.6965	3.6965	3.5400
<b>San Benito</b>					
Hollister	1.2300	.1800	1.4100	2.6000	2.5400
San Benito County Union High and Junior College	1.1900		1.1900		
<b>San Bernardino</b>					
San Bernardino	1.7500	.3101	2.0601	5.1301	4.2560
San Bernardino City High	1.8900	.4300	2.3200		
San Bernardino Valley Junior College	.7200	.0300	.7500		
<b>San Diego</b>					
San Diego Unified	2.4443	.5173	2.9616	2.9616	3.0644
<b>San Francisco</b>					
San Francisco City Unified	2.0068		2.0068	2.0251	1.8403
Other purposes <sup>1</sup>			.0183		
<b>San Joaquin</b>					
Stockton City Unified	3.0400	.9580	3.9980	3.9980	3.9420
<b>San Luis Obispo</b>					
San Luis Obispo City	1.8700	.2388	2.1088	4.0301	3.3265
San Luis Obispo City High	1.6500	.2713	1.9213		
<b>San Mateo</b>					
San Mateo City	2.0370	.4296	2.4666	4.8633	4.5540
San Mateo Union High	1.7400	.2927	2.0327		
San Mateo Junior College	.3640		.3640		
<b>Santa Barbara</b>					
Santa Barbara City	1.6300	.2600	1.8900	4.0500	3.8300
Santa Barbara City High	1.6500	.5100	2.1600		
<b>Santa Clara</b>					
San Jose City Unified	2.9890	.5700	3.5590	3.5590	3.3460
<b>Santa Cruz</b>					
Santa Cruz City	1.3180	.2620	1.5800	3.5400	2.9400
Santa Cruz City High	1.0650	.4200	1.4850		
Cabrillo Junior College	.4750		.4750		
<b>Shasta</b>					
Redding	1.8800	.3644	2.2444	3.9344	4.1050
Shasta Union High	1.2300	.4600	1.6900		

TABLE 1—Concluded

COUNTY District High School Junior College	Tax rates per \$100 of assessed valuation				
	1959-60			1958-59	
	General fund	Bond interest and re- demption fund	Subtotal	Total for district	Total for district
<b>Sierra</b>					
Sierra-Plumas Joint Unified	1.7500	.2520	2.0020	2.1400	1.8410
Junior college tuition			.1150		
Other purposes <sup>1</sup>			.0230		
<b>Siskiyou</b>					
Yreka Union	1.1200	.2300	1.3500	3.5200	3.2500
Siskiyou Joint Union High	1.4600	.3600	1.8200		
Siskiyou Junior College	.3500		.3500		
<b>Solano</b>					
Vallejo City Unified	3.3400	.2858	3.6258	3.6258	3.4541
<b>Sonoma</b>					
Santa Rosa City	1.2400	.0790	1.3190	3.5090	3.3480
Santa Rosa City High	1.4800	.3200	1.8000		
Santa Rosa Junior College	.3900		.3900		
<b>Stanislaus</b>					
Modesto City	1.6300	.4130	2.0430	4.1230	3.8700
Modesto City High	1.2000	.3700	1.5700		
Modesto Junior College	.4300	.0800	.5100		
<b>Sutter</b>					
Yuba	1.0000	.6926	1.6926	3.4926	3.2744
Yuba City Union High	1.1500	.2600	1.4100		
Junior college tuition			.3900		
<b>Tehama</b>					
Red Bluff Union	1.0970	.1790	1.2760	2.7630	2.2700
Red Bluff Union High	1.1000	.2270	1.3270		
Junior college tuition			.1600		
<b>Trinity</b>					
Weaverville	1.1700	.2900	1.4600	2.6500	
Hayfork Valley Union					2.6300
Trinity County High	1.0800		1.0800		
Junior college tuition			.1100		
<b>Tulare</b>					
Visalia City	1.5000	.1949	1.6949	3.3639	3.3447
Visalia Union High	1.1600	.1490	1.3090		
Sequoias Junior College	.3600		.3600		
<b>Tuolumne</b>					
Sonora	1.0000	.1900	1.1900	2.6000	2.7500
Sonora Union High	1.0200	.1900	1.2100		
Junior college tuition			.2000		
<b>Ventura</b>					
Oxnard	1.8100	.3050	2.1150	4.2950	4.1900
Oxnard Union High	1.4500	.3600	1.8100		
Junior college tuition			.3700		
<b>Yolo</b>					
Washington City Unified	3.3000	.6200	3.9200	4.1400	3.8900
Junior college tuition			.2200		
<b>Yuba</b>					
Marysville City	.9800	.2900	1.2700	2.4400	2.4700
Marysville Union High	.7900		.7900		
Yuba Junior College	.3800		.3900		

<sup>1</sup> "Other purposes" include rates for local retirement purposes, use of property of component districts, city taxes levied for school purposes, and child care centers.

TABLE 2

MAJOR CHANGES IN TAX RATES FOR SCHOOL PURPOSES IN  
58 SELECTED DISTRICTS BETWEEN 1958-59 AND 1959-60

Tax rate	School year	
	1958-59	1959-60
Lowest	\$0.7560	\$0.6570
Median	3.2730	3.4926
Highest	5.0068	5.1301
Number under \$1.00	1	1
Number \$1.00-\$1.99	6	4
Number \$2.00-\$2.99	13	13
Number \$3.00-\$3.99	29	26
Number \$4.00-\$4.99	8	12
Number \$5.00 or over	1	2
Number increased over previous year	—	42
Number decreased over previous year	—	16
Smallest increase	\$0.02	
Median increase	0.2234	
Largest increase	0.85	
Smallest decrease	0.002	
Median decrease	0.07	
Largest decrease	0.17	

that a decreasing per cent of the total units of average daily attendance was in districts that taxed at maximum or below, while an increasing per cent was in districts that taxed above maximum. The increase in the number of districts taxing above maximum is significant. In 1952-53, a total of 31.3 per cent of all the school districts, involving 59.0 per cent of the total units of average daily attendance, taxed above maximum. In 1958-59, a total of 50.7 per cent of the districts, involving 82.9 per cent of the total units of average daily attendance, taxed above maximum.

TABLE 3

## PER CENT OF DISTRICTS AND PER CENT OF TOTAL AVERAGE DAILY ATTENDANCE IN DISTRICTS THAT TAXED BELOW, AT, AND ABOVE MAXIMUM STATUTORY TAX RATE FOR THE DISTRICT, 1952-53 THROUGH 1958-59

Fiscal year	Per cent of districts			Per cent of a.d.a.		
	Below maximum	At maximum	Above maximum	Below maximum	At maximum	Above maximum
1952-53	21.2	46.6	31.3	15.7	25.3	59.0
1953-54	24.9	43.1	32.0	21.2	21.6	57.2
1954-55	20.0	45.8	34.3	17.4	22.8	59.8
1955-56	24.5	38.3	37.2	13.4	24.1	62.6
1956-57	16.1	42.7	41.2	8.7	20.5	70.8
1957-58	12.8	40.5	46.7	6.9	13.9	79.2
1958-59	11.5	37.8	50.7	6.3	9.8	82.9

Table 4 shows for each type of district the per cent of districts and the per cent of total average daily attendance in districts that taxed below, at, and above the maximum statutory tax rate in 1958-59. This same table reveals that a larger per cent of the high school districts had tax rates in 1958-59 above maximum than any other type of district. During 1958-59, a total of 74.7 per cent of the high school districts,

TABLE 4

PER CENT OF DISTRICTS BY TYPE OF DISTRICT, AND THE PER CENT OF  
TOTAL AVERAGE DAILY ATTENDANCE IN DISTRICTS THAT  
TAXED BELOW, AT, AND ABOVE THE MAXIMUM  
STATUTORY TAX RATE, 1958-59

Type of district	Per cent of districts			Per cent of a.d.a.		
	Below maximum	At maximum	Above maximum	Below maximum	At maximum	Above maximum
Elementary school.....	13.0	41.0	46.0	1.6	12.8	85.5
High school.....	2.6	22.7	74.7	0.6	7.8	91.6
Junior college.....	34.6	53.8	11.5	62.3	24.3	13.3
Unified.....	5.8	25.2	68.9	12.3	4.7	83.0
All districts.....	11.5	37.8	50.7	6.3	9.8	82.9

involving 91.6 per cent of the total units of average daily attendance in high school districts, taxed above maximum. Of the unified school districts, 68.9 per cent, involving 83.0 per cent of the total units of average daily attendance in unified districts, taxed above maximum. Of the elementary school districts, 46 per cent, involving 85.5 per cent of the total units of average daily attendance in elementary districts, taxed above maximum. Only 11.5 per cent of the junior college districts, involving 13.3 per cent of the total units of average daily attendance in junior college districts, taxed above maximum.

It is a significant fact that the electors in 50.7 per cent of all school districts, in which 82.9 per cent of the pupils attend, have voted to permit tax rates in excess of the statutory maximum.

## TEACHER RECRUITMENT EFFORTS OF CALIFORNIA HIGH SCHOOLS<sup>1</sup>

BLAIR E. HURD, *Co-ordinator of Teacher Recruitment*

The teacher shortage has long been and will continue to be the most critical problem of elementary and secondary schools in California. Colleges and universities are also finding it increasingly difficult to secure the services of well-qualified teachers.

If California's need for new teachers at all levels is to be met, there must be a considerable increase in the number of high school graduates interested in preparing to teach. There is need, then, for a well-planned program to interest increasingly large numbers of highly qualified youth in teaching as a career.

With encouragement and assistance from the State Department of Education, a study on teacher recruitment was conducted to determine: (1) what is being done by California high schools to interest students in teaching careers; (2) which activities and experiences, in the opinion of high school graduates, contribute to their interest in teaching; (3) the extent to which certain school district or school policies influence the development of teacher recruitment activities; (4) the relationship between the presence or absence of certain teacher recruitment practices and the rates of recruitment in California high schools; (5) the ways in which clubs for future teachers function in various high schools; and (6) the practices which should be given priority in California's teacher recruitment program as it relates to high school youth.

The data needed to complete this study were obtained from the principals of 338 (77.88 per cent) of California's high schools, and from a sample group of 1,171 high school graduates, one year after their graduation. For purposes of analysis, a "rate of recruitment" was established for each high school by computing the per cent of graduates in each school who were interested in teaching.

In the following findings, conclusions, and recommendations based on the study, a distinction has been made between general information and the specific information that is related to future teacher clubs.

### GENERAL FINDINGS

1. The number of 1957 high school graduates who were interested in teaching constituted less than one-third of the number of new California teachers estimated as needed for 1961.

<sup>1</sup> A summary of "Teacher Recruitment in California High Schools," (unpublished doctoral dissertation presented to the faculty of the School of Education of the University of California, Berkeley, 1959).

2. Small high schools had higher rates of recruitment than large high schools. High schools that had fewer than 100 graduates accounted for only 9.97 per cent of the high school graduates but contributed 12.14 per cent of the potential teachers.
3. Approximately half of the high schools were authorized by policy to provide at least one period per week for recruitment co-ordination by a faculty member, and to give students credit for working with teachers of younger children as part of a planned work-experience program.
4. Teacher recruitment practices authorized by school district and school policies were in no instance carried on by more than 75 per cent of the schools in which such practices were authorized. In fact, less than 25 per cent of the schools permitted to do so had a special library of information on teaching careers, and approximately 50 per cent of the schools used the authorization to include in their curriculum a unit on the role of education in our society.
5. Nearly 9 per cent of all the high school graduates stated that the enthusiasm displayed by their high school teachers in teaching classes was the least influential factor in their decision to teach.
6. Both men and women high school graduates most frequently cited contacts with teachers outside regular classes as the experience most influential in helping them decide to teach.
7. The second most influential experience concerning decisions to teach for both men and women high school graduates was helping one or more teachers teach their classes.
8. Only three graduates, of 728 responding, reported a counselor's encouragement to have been a primary reason for their decision to become teachers.
9. None of the teacher recruitment practices was effective enough, in terms of the number of high school graduates influenced, to indicate either a high or low rate of recruitment. It must be pointed out, however, that no attempt was made to evaluate the quality of these practices.
10. Of the students who had made the decision to teach and had changed their minds within one year after high school graduation, approximately 10 per cent reported that they thought they had been "pushed" into deciding to teach.
11. Nearly 10 per cent of the graduates who decided not to teach reported inability to finance their college education as the main reason for their change of vocational plan.
12. Among high school graduates, many more men than women decided to teach because of their interest in a particular subject and because they admired the teacher of the subject.
13. Practices which might be considered as desirable in a well developed guidance program were found more often in high schools

with high rates of recruitment than in high schools with low rates of recruitment.

#### FINDINGS CONCERNING FUTURE TEACHER CLUBS

1. Clubs for future teachers were organized in a great variety of ways and there was a lack of uniformity in their charter affiliations.
2. More than half of the 192 education clubs reported having no specific grade average requirements for membership.
3. Approximately 55 per cent of the respondents (principals or club advisers) considered their clubs to have above average status among other high school clubs. A positive biserial correlation, significant beyond the .01 level, was found between high rates of recruitment and high perception of club status.
4. More clubs in high recruitment rate schools than in low recruitment rate schools held meetings during regular class or activity periods rather than before and after school and during lunch periods.
5. Schools with high recruitment rates were much more likely to have more than one faculty adviser for their future teacher clubs than were schools with low recruitment rates. This difference was found to be significant beyond the .01 level of confidence.
6. Advisers of future teacher clubs seldom were drawn from subject fields in which men were most likely to be teaching.
7. Teachers from subject fields in which the supply of teachers was critically short seldom served as advisers for future teacher clubs.
8. Club advisers were from fewer instructional and special service areas in low recruitment rate schools than in high recruitment rate schools.
9. Substantially more of the clubs chartered only by Future Teachers of America were in low recruitment rate schools than in high recruitment rate schools. The reverse was true for clubs chartered as California Education Clubs or as California Education Clubs and Future Teachers of America.

#### GENERAL CONCLUSIONS

1. Since the number of students interested in teaching falls far short of the estimated number of teachers needed four years after these students graduate from high school, it is apparent that many more of their classmates will have to be attracted to teaching if the need is to be met.
2. Large high schools in California are not producing their proportionate share of graduates who are interested in teaching.
3. Effective recruitment practices are sometimes restricted by district or school policies. Certain policies relating to the provision of exploratory experiences for potential teachers and to the provision

of personnel to co-ordinate high school recruitment efforts were particularly restrictive.

4. A considerable number of high school teachers, either by word or deed, do not contribute to satisfactory perception of teaching by their students.
5. Formal or direct vocational counseling by counselors has not been a major factor in the career decisions of graduates.
6. Although a relatively small number of students reported pressure had been used in guiding them toward teaching, care should be taken to avoid this type of recruitment practice.
7. Some students are unable to choose teaching as their field of work because they are unable to finance the college education required.
8. Fondness for a particular subject or field appears to be an important factor in boys' decisions to teach.
9. There is need for considerable research concerning future teacher clubs for practically none has been done to date.
10. While previous studies recommended that more vocational materials and publications concerning teaching be made available, data in this study strongly indicate the need for greater utilization of the materials already available.
11. It is apparent that ways must be found to encourage more of California's high schools to employ recruitment practices that are generally acceptable.

#### CONCLUSIONS CONCERNING FUTURE TEACHER CLUBS

1. Clubs for future teachers in California high schools are organized and function in a great variety of ways, possibly reflecting the lack of adequate guidelines for their development, as well as the effects of rapid growth of the club program in California.
2. It is likely that the lack of direction and guidance is detrimental to the achievement of optimum value from the future teacher club program.
3. There is little uniformity in requirements for club membership.
4. Few men teachers serve as club advisers, a fact which may deter some boys from participation in club programs.
5. It appears likely that membership requirements other than grade averages, such as special invitation and test data, may be widely used by clubs in high recruitment rate schools.
6. The concentration of club advisers among teachers in a limited number of subject areas in low recruitment rate schools may reflect less than adequate faculty support of and interest in the education club program.
7. It is apparent that in certain instances the general atmosphere of the school does not permit optimum development of the program offered by the education clubs.

## GENERAL RECOMMENDATIONS

1. The large high schools in California should be encouraged to assume greater responsibility for interesting students in teaching.
2. In each California high school there should be a faculty member appointed to be responsible for planning, co-ordinating, and evaluating the teacher recruitment program. It is likely that the faculty member should be selected by the faculty in co-operation with the principal and should be strongly supported by the principal.
3. Each high school should utilize more fully the teacher recruitment materials which are available. Procuring such materials might be a logical function of the person responsible for the co-ordination and planning of the recruitment activities.
4. School boards should be made aware of the necessity for establishing policies which will allow and support activities and experiences that are conducive to high school students becoming interested in teaching.
5. More teachers should be made aware of the extent of their influence, through both word and deed, upon students' perception of teaching. It is likely that all professional organizations should give attention to increasing their members' awareness of the influence they exert.
6. High school guidance programs should be improved to provide for better dissemination of information to students about careers, particularly teaching careers.
7. High schools should examine their recruitment programs to determine the extent to which particular practices are appropriate and worthwhile. It is obvious that some practices might be eliminated in order to give increased time and effort to other more worthwhile recruitment activities. For example, a school that arranges for students to attend a teacher recruitment conference but does not provide teaching-related experiences for students would not be making optimum use of time and effort spent on recruitment.
8. Provision should be made for continuous evaluation of each high school recruitment program. It is apparent that this has been neglected, probably because of the extra time and effort involved.
9. Care should be exercised in all phases of the recruitment program to make certain that students are given the opportunity to consider and make their vocational decisions about teaching, free from pressure or undue persuasion.
10. Attention should be given by high school personnel to identifying and assisting potential teachers for whom a college education is beyond financial reach. In addition to scholarship counseling, such students should be given encouragement to utilize loan funds such

as are made available to colleges and universities by the National Defense Education Act.

11. Each high school teacher should seek out and encourage capable students, particularly the boys, to consider teaching the subject being studied. For example, it is doubtful if anyone other than the mathematics teacher can more readily identify, from among his students, those for whom interest in mathematics is combined with teaching potential.
12. All college preparatory students whose aptitudes lie in the social service area should be encouraged to consider teaching as a possible career choice.
13. Materials and publications describing teaching should be readily available to students and their parents. ("Teacher Recruitment Materials and Resources," a mimeographed bibliography, may be secured from the Co-ordinator of Teacher Recruitment, State Department of Education, 721 Capitol Avenue, Sacramento 14, California.)
14. Students should be provided many opportunities to have contacts with teachers outside regular class sessions. Such contacts were reported most frequently by high school graduates of both sexes as most influential in helping them decide to teach.
15. Students should be provided opportunities to help teachers teach their classes, to observe teachers at work, and to participate in a limited way in the teaching of young children.
16. More California high schools should make provision for teaching about the important role of education in a democratic society.

#### RECOMMENDATIONS CONCERNING FUTURE TEACHER CLUBS

1. Provisions should be made for greater uniformity in the charter affiliation of clubs for future teachers in California high schools. On the basis of limited evidence in this study it is likely that both state and national affiliation should be provided. (Application for such affiliation may be made to the State Adviser to California Education Clubs, CTA, 1125 West 6th Street, Los Angeles.)
2. A handbook or guide for the operation of education clubs should be distributed to all high schools in California. (Schools may secure the California Education Clubs "Adviser's Handbook, 1959," from the State Adviser to California Education Clubs, CTA, 1125 West 6th Street, Los Angeles.)
3. Faculty members from each academic subject area should be active in sponsorship of the club program in each high school.
4. A high school in which the club for future teachers does not have above average status should find ways to improve the club's status or consider elimination of the club. It is likely that having a low status club may be worse than having no club at all.

5. Male faculty members should take greater interest than they have been taking in serving as advisers to clubs for future teachers.
6. Requirements for club membership should be established. It is likely that the standards used by each high school to identify students capable of entering and completing college could well be the minimum requirement, since this is a minimum standard for teacher candidates. There are indications that other kinds of standards might also be considered.
7. The entire faculty of each California high school should be interested in and support the future teacher club program.
8. Provisions should be made for recording the teaching-related experiences of each student and for forwarding this record to the college in which the student enrolls. This might best be done through the future teacher club adviser.
9. A minimum of two faculty members, including both sexes, should actively sponsor each education club.
10. Education club advisers should be selected with care. It is likely that such selection should give consideration to faculty members who might contribute to club status and who are well liked by students.
11. Orientation appropriate to the functions of club advisers should be provided all new advisers each year. This might be handled through various sections of the California Teachers Association.
12. High schools in which education clubs have been in existence for some time should be encouraged to perform follow-up studies of the earlier members of such clubs.

## BUSINESS EDUCATION IN CALIFORNIA'S PUBLIC JUNIOR COLLEGES

DWIGHT R. CRUM, *Regional Supervisor, Bureau of Business Education*

What is the nature of the business education programs in California's public junior colleges and how extensive are the enrollments in business education subjects? To find some answers to these questions, the Bureau of Business Education has conducted two surveys in recent years. The first survey was made during the school year, 1956-57, and covered business subject enrollments; the second, conducted during the school year, 1959-60, was concerned with the business education programs.

### BUSINESS SUBJECT ENROLLMENTS IN JUNIOR COLLEGES

During 1956-57, there were 52 junior colleges in California that responded to the questionnaire relative to enrollments in business subjects. These junior colleges reported a total of 96,823 business subject enrollments for the day sessions in both the terminal and transfer programs. This total represented a 27 per cent gain over the total business subject enrollments reported two years earlier. Table 1 shows business subjects in which at least 500 students were enrolled during the school year, 1956-57.

Typewriting continued to be the business subject with the largest enrollments. However, enrollments in both typewriting and shorthand subjects increased only 3 per cent during the time that total business subject enrollments increased 27 per cent. Enrollments in introduction to business, accounting, economics, business law, and business mathematics showed the greatest per cent of gain.

There were 48 junior colleges that reported a total of 70,032 business subject enrollments in the evening programs for the 1956-57 school year. Real estate, insurance, investments, and comptometry had larger enrollments in the evening program than in the day program. Typewriting, accounting and bookkeeping, and shorthand had the largest enrollments of the business education subjects offered in the evening programs of California's public junior colleges.

### BUSINESS EDUCATION PROGRAMS IN JUNIOR COLLEGES

This study of the nature of the business education programs offered by California junior colleges during the 1959-60 school year is based upon information secured from the catalogs of 60 of the junior colleges. Catalogs of the three other junior colleges were not available.

Table 2 shows the number of two-year programs in business education that were identified in the catalogs, and the number of junior col-

leges in which these programs were offered. These programs, which were identified as terminal, generally include the requirements for the Associate of Arts degree or for a vocational diploma. The survey was limited to the terminal programs.

The over-all range of business education programs listed was from one to 14. Two of the 60 catalogs did not list courses for a two-year business program. From four to seven different business education programs were listed in 70 per cent of the catalogs.

TABLE 1  
ENROLLMENTS OF 500 OR MORE IN BUSINESS SUBJECTS  
OFFERED BY CALIFORNIA PUBLIC JUNIOR  
COLLEGES, 1956-57

Subjects	Rank	Enrollments
Typewriting.....	1	15,600
Accounting and bookkeeping.....	2	13,542
Economics 1A and 1B.....	3	8,096
Business mathematics.....	4	7,462
Shorthand.....	5	6,803
Business English and correspondence.....	6	6,185
Introduction to business.....	7	5,237
Business law.....	8	5,014
Machine calculation.....	9	3,617
Salesmanship.....	10	2,208
Filing.....	11	2,025
Merchandising and retailing.....	12	1,765
Office and business machines.....	13	1,524
Office, secretarial, and clerical practices.....	14	1,258
Spelling.....	15	1,206
Personality development.....	16	1,072
Transcription.....	17	986
Economic geography.....	18	908
Marketing.....	19	856
Advertising.....	20	854
Comptometry.....	21	804
Co-op store practice.....	22	768
Mathematics of finance.....	23	726
Personnel relations and management.....	24	683
Business psychology.....	25	611
Real estate.....	26	607
Insurance.....	27	508

Although there seems to be no particular relationship between the number of business programs listed and the size of the junior college, the larger schools tend to offer more programs. In general, the upper 50 per cent of the junior colleges, enrollmentwise, offer from four to 14 programs, and the lower 50 per cent offer from one to seven programs. It is recognized that the listing of these two-year programs in

TABLE 2

NUMBER OF TERMINAL BUSINESS EDUCATION  
PROGRAMS OFFERED BY CALIFORNIA'S  
PUBLIC JUNIOR COLLEGES, 1959-60

Number of two-year programs	Number of junior colleges
14	1
10	2
9	4
8	3
7	9
6	8
5	12
4	9
3	4
2	3
1	3
0	2

business education does not necessarily insure that every program is available each year. It is felt, however, that these listings represent junior college plans for meeting the educational needs of the community. As such, the identification of the two-year business programs in junior colleges by means of their catalogs is helpful in determining what practices should be provided in business education offerings in the public junior colleges of this state. Although some schools list the required and elective courses for a one-year program in business education, it is not a common practice.

## ANALYSIS OF THE TWO-YEAR BUSINESS EDUCATION PROGRAMS

Secretarial, accounting, merchandising, and clerical programs are the most prevalent offerings listed in the junior college catalogs. More than two-thirds of California's public junior colleges present organized programs for these four business areas. All other two-year business education programs are listed by only one-third or less of the colleges. Table 3 lists the rank order of the ten leading business education programs in junior colleges.

*Secretarial and Stenographic Curriculum.* All of the junior colleges listing two-year business education programs offer a secretarial or stenographic curriculum, and a majority of the one-year terminal offerings are in the same field. The most frequent title identification used is "secretarial," and the second most used title is "secretarial science." Other titles for programs such as "stenography," "executive secretary," "general secretary," and "secretaryship," have limited use. Several colleges offer more than one kind of secretarial program, including programs for government secretaryship, office practice, co-operative office training, receptionist training, and machine shorthand. All 60 catalogs list secretarial subjects.

*Accounting and Bookkeeping Curriculum.* Accounting and bookkeeping programs are listed by 52 of the junior colleges. Of these, 42 call the two-year program "accounting"; seven use the term, "accounting and bookkeeping," or vice-versa; and in single instances, the terms "accounting and business management," "bookkeeping and office management," and "bookkeeping" are used. Several junior colleges offer an accounting and bookkeeping curriculum in addition to one in accounting. Only two of the 60 junior college catalogs do not list courses in this field.

TABLE 3  
TEN LEADING TERMINAL BUSINESS EDUCATION PROGRAMS  
OFFERED BY CALIFORNIA PUBLIC JUNIOR  
COLLEGES, 1959-60

Business programs	Junior colleges	
	Number	Per cent
1. Secretarial and stenographic	58	100
2. Accounting and bookkeeping	52	90
3. Merchandising and retailing	41	71
4. Clerical and general office	40	69
5. General business	20	34
6. Business management	16	28
7. Medical secretary	14	24
8. Real estate	11	19
9. Insurance	10	17
10. Business office machines	9	16

*Merchandising and Retailing Curriculum.* Programs in merchandising are offered by more than 70 per cent of California's public junior colleges. Of the 41 schools identifying these two-year programs, 28 use the term "merchandising," seven use "retail merchandising," five use "merchandising and selling," and two use "retailing." It should be noted that in addition to these curriculums, eight of the junior colleges also offer a curriculum in sales. Sales programs are not totaled with merchandising or retailing programs in this report. Other organized curriculums related to this field include grocery merchandising, food store management, and co-operative retail training.

*Clerical and General Office Curriculum.* Clerical and general office curriculums are offered by 40 junior colleges. Although most of these programs are entitled "clerical," there is considerable variation in other titles for this curriculum, such as "general office," "general clerical," "clerk-typist," "office clerical," and a combination of office and clerical titles.

*Other Business Education Curriculums.* One-third of the junior colleges offer a general business program, and over one-fourth of them offer a business management curriculum. A course entitled "medical secretary" is offered by ten colleges; and this title, in combination with the terms "legal," "dental secretary," or "receptionist" is used by four colleges. The term "legal secretary" is used by four colleges. A total of 11 colleges offer a real estate curriculum, and ten offer an insurance program. Four colleges combine real estate and insurance as a single program. These combinations are included in both of the foregoing totals. Several colleges have a real estate program for the adult or evening division of the college. Nine colleges offer curriculums in business or office machines, and in machine calculation.

Other business education programs that are identified include advertising, marketing, traffic and transportation, business data processing, computer technician training, airline stewardess training, agri-business, banking and finance, and machine bookkeeping. Several colleges offer combinations of business subjects for a two-year program. A total of 322 terminal business education programs are listed. However, catalogs often indicate that the suggested business curriculums do not preclude additional two-year programs in business.

It is common to find statements referring to community assistance in business or vocational program development. Some colleges state that the specialized curriculum is developed in conjunction with advisory committees from the local area, and that continual co-operative work is done to revise and to develop course offerings to meet the needs of business and students.

## ORANGE COUNTY STATE COLLEGE Fullerton, California

WILLIAM B. LANGSDORF, *President*

The establishment of Orange County State College was authorized by the State Legislature in 1957. In November, 1958, the California Public Works Board officially designated the site for the college in east Fullerton, on Cypress and Pioneer Avenues. The originally recommended site of 235 acres was purchased in 1959, and a contiguous 17-acre plot has since been added to the site. The college opened in the fall of 1959 with an enrollment of 452 students, including both full-time and part-time students.

The Fullerton Joint Union High School District has made available both office and classroom space to the college for the 1959-60 school year. The office space is on the second floor of the original junior college building which is on the Fullerton High School campus. Classes are being conducted in a building on the new Sunny Hills High School campus in northwest Fullerton. This space will not be available after this school year.

Temporary classrooms and rooms for a library and offices will be built on the college site for occupancy in September, 1960. It is anticipated that in 1963, the first major permanent building will be ready for occupancy and the temporary buildings will then be relegated to subsidiary uses. The first major structure to be built will be designed to meet the science needs of an ultimate college enrollment of 15,000 full-time equivalents. This building will be used in 1963 to serve the total enrollment in all programs.

Although the master plan for the campus of Orange County State College provides for full-time equivalent enrollments of 15,000 to 35,000 (the projected enrollment of the college by 1980), a recent recommendation may cause the enrollment to be limited to 20,000. In any case, the recognition of ultimate enrollment objectives at the outset gives the college a distinct advantage over state colleges established in prior years, all of which were initially planned for much smaller enrollments than they now anticipate. A major requirement in planning adequately is to provide for a rapid flow of student traffic to and from all classes and buildings. The master plan provides for five-story and six-story structures with horizontal access at several levels between buildings in order to facilitate traffic flow.

While the enrollment projected for Orange County State College is larger than that of most colleges and universities, it appears to be justified by data on the mounting population growth of Orange County.

Such data have been summarized in two recent comprehensive reports.<sup>1</sup>

Certain of the pertinent statements made in these reports follow:

Orange County is the fastest growing county in California (percentage wise). Of all the counties in California, only Los Angeles has shown a larger numerical increase in population than Orange.

Since 1950, Orange County's population has nearly tripled.

Orange County's rate of growth has been 4½ times that for California as a whole and 11½ times the national rate.

Electronics is the largest manufacturing industry in Orange County, and its fastest growing.

Population should increase from a January 1959 level of 634,000 to 1,450,000 by 1970 and to 2,500,000 by 1980.

... nearly 77 per cent of the habitable land remains available for future urban development.

Public school enrollments are forecast to increase from 143,000 in 1958 to ... 520,000 to 560,000 in 1980.

Orange County in 1980 will ... have more residents than did the combined counties of Imperial, Inyo, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura as of January 1, 1959.

Retail sales by 1980 will be greater than were the total retail sales in the nine San Francisco Bay region counties in 1958.

Orange County State College began its first classes in September 1959, with upper division courses limited to those appropriate for elementary education majors. While a budget was provided for only 140 full-time equivalent enrollments, the initial enrollment was over 20 per cent greater, being composed of 459 individual students. Courses include those in professional education required of present and prospective elementary teachers plus supporting liberal arts courses. A broad upper-division program has been proposed for 1960-61, including courses appropriate for majors in business, elementary and secondary education, and such liberal arts areas as English, history, geography, music, speech, biology, mathematics, and the social sciences. Additional curricular offerings to be proposed for the next five-year period were outlined in the agenda for the meeting held October 15 and 16, 1959, by the State Board of Education.

If realized, the projected growth in enrollment of Orange County State College, together with the subsequent rapid concomitant expansion of curricular offerings will undoubtedly make this the most rapidly developed institution of higher education in American history. Of the many problems that are necessarily incident to such rapid growth, the most significant are securing the right kind of faculty, and the development of faculty and institutional morale.

It is anticipated that this college will have some unique characteristics and areas of emphasis. Much of this individualized character will derive from faculty talent and resources. Some of the plans that are being employed in developing the college follow.

<sup>1</sup> *Orange County: Its Economic Growth, 1940-1980*. Menlo Park, California: Stanford Research Institute, July, 1959.

*Orange County—The Growth and Economic Stature, 1959*. Los Angeles, California: Security-First National Bank, September, 1959.

1. The college will be primarily an upper-division and graduate institution, working closely with the excellent junior colleges of the area.
2. The occupational curricula of the college will have science, business, and education emphasis, since the great growth needs of the county lie primarily in these areas.
3. The first permanent building is planned to house science offerings. Electrical and electronic engineering offerings will be developed as soon as feasible.
4. Students are encouraged to have a liberal arts major in addition to meeting professional or occupational requirements, because this is essential to give depth in addition to the breadth provided through the 45 unit general education requirement.
5. The professional education requirement will be met largely through block courses—a six-unit course covering principles, child growth and development, and the like, and an eight-unit course covering methods. (Much of the criticism of professional education courses for being too numerous and too repetitive is due to the fragmentation of offerings.)
6. Buildings are being designed to allow for possible changes in teaching methods which may lessen the impact of the impending teacher shortage. For example, closed circuit television is to be available in all classrooms—not as a substitute for teachers, but as an aid to effective teaching.

Orange County State College is appreciative of the support and encouragement it has received from the Board of Education, Roy E. Simpson, Superintendent of Public Instruction, the staff of the California State Department of Education, and Orange County as a whole, particularly Fullerton. The college has been welcomed with enthusiasm and assistance of every kind. We hope to live up to the expectations which are held for this college.

# Departmental Communications

## OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

### APPOINTMENTS TO STAFF

ROBERT KARL EISSLER was appointed Regional Supervisor, Bureau of Business Education, February 10, 1960. Mr. Eissler, who has been teaching business education subjects in the Excelsior Union High School District, Artesia, California, since 1951, has also had extensive experience in commercial banking. He holds a bachelor of science degree in business administration from the University of Southern California, and has completed most of his graduate work toward a master of science degree at the same University. He served with the United States Army Air Transport Command, Department of Finance, during World War II, from 1943 to 1946.

JAMES S. HOLTON was appointed Special Consultant in Foreign Languages, Bureau of National Defense Education Act Administration, February 1, 1960. Dr. Holton, who received his doctorate in romance languages from the University of California, is on leave of absence from Sacramento State College, where he has been teaching foreign language courses since 1953. He was a teaching assistant in Spanish and Portuguese at the University of California, Berkeley, from 1949 to 1953, and again from 1955 to 1956. During World War II, he served from 1942 to 1945 in the United States Coast Guard.

GUY M. HELMKE has accepted a limited term appointment as Special Consultant, Bureau of National Defense Education Act Administration. On leave of absence from the Berkeley Unified School District until June, 1960, Mr. Helmke has been assigned to the Bureau of Audio-Visual and School Library Education to implement the processing of projects under Title III of the National Defense Education Act. His more than 20-year association with the Berkeley public schools has included assignments as Director, Department of Audio-Visual Aids, 1951-1956; as Principal, John Muir Elementary School, 1956-1959; and most recently, as Assistant Director, Department of Audio-Visual Aids. His experience also includes teaching at San Francisco State College, Alameda County State College, and the University of California, Berkeley.

RICHARD S. NELSON was appointed Supervisor of Technical Education, Bureau of Industrial Education, November 23, 1959. From 1956 to 1959, Mr. Nelson was employed as Program Specialist, U.S. Office of Education, Department of Health, Education and Welfare, Washington, D.C. He was a special supervisor in the Bureau of Industrial Education, California State Department of Education, from 1954 to 1956. His experience also includes teaching and work as a co-ordinator of vocational education in the San Diego Unified School District. He received his master's degree in school administration from San Diego State College.

EDGAR LUCE SMITH was appointed Assistant Supervisor of Trade and Industrial Teacher Training, Bureau of Industrial Education, February 1, 1960, and was assigned to the University of California at Los Angeles. Mr. Smith received his bachelor's degree in industrial education from Santa Barbara State College in 1939, and his master's degree in school administration from San Diego State College. His experience includes teaching in San Diego public schools and work in private industry related to building construction and to tool design.

WILHO JALMAR MARTIN was appointed Field Representative, College Facility Planning, Division of State Colleges and Teacher Education, February 1, 1960. Mr. Martin served as business manager for the Claremont Unified School District in 1957; and for El Segundo Unified School District, 1951 to 1957. His experience includes teaching in schools in Proctor, Minnesota, Corona and El Camino, California; and most recently, work in the real estate field. He received his bachelor's degree from the University of Minnesota, and his master's degree from the University of Southern California.

RAYMOND WILLIAM WIEDMAN was appointed Field Representative, Bureau of Readjustment Education, February 1, 1960. Mr. Wiedman served from 1953 to 1959 as teacher, counselor, director of public information, and director of a summer program for handicapped children, in the Palo Alto Unified School District; as an administrative assistant for curriculum, Peninsula School, Menlo Park, 1955 to 1957; as a conference director, Stanford University, 1956; and as Research Director, Northwest Superintendent's Association, Mt. Vernon, Washington, 1957. He received his bachelor's degree from the University of California, Berkeley, and his master's degree from Stanford University.

#### BIOGRAPHY OF EDWARD HYATT

*The Hyatt Legacy: The Saga of a Courageous Educator and His Family in California* is a biography of Edward Hyatt, State Superintendent of Public Instruction from 1906 to 1918, written in the form of a family chronicle by his daughter, Phyllis Hyatt Gardiner. However,

this book is more than the story of one man and his family; it is a record of some of the major developments in public education in California from the 1880's to the 1920's.

As early as 1884, when Edward Hyatt was principal of the San Jacinto Grammar School, he transformed what had been a good small-town school into one of the outstanding schools in the state offering programs in line with what was then a new trend in education—emphasis on preparation for everyday living. In 1893, he became the first Riverside County Superintendent of Schools. Under his leadership the Riverside County institutes for teachers became so well known that by 1905, he was in demand as an institute lecturer throughout the state. Historical societies, debating clubs, and horticultural associations also sought his services as lecturer and consultant, and the state of Washington appointed him Institute Director for Snohomish and King counties. During his long years of service in the California school system he was known for his wholesome influence upon students and teachers, for his application of new teaching methods, and for his activity in the affairs of teacher associations.

The first three-term Superintendent of Public Instruction in California, Edward Hyatt left a "legacy" described by his wife, Margaret Gill Hyatt, for many years his Deputy Superintendent of Public Instruction, as ". . . the finest, most modern school system in the world. It will have its effect on California for generations to come and other states will follow the trail . . . a legacy richer by far than can be counted in dollars and cents."

#### REGULATION ADOPTED BY DIRECTOR OF EDUCATION

*Leaves of Absence with Pay of State College Employees.* The Director of Education, acting under the authority of Education Code Sections 24251 through 24259, amended Sections 972 through 972.6 of Title 5 of the California Administrative Code, relating to leaves of absence with pay of employees of state colleges, effective March 19, 1960.

NOTE: The complete text of the amended sections of the California Administrative Code will be published by the California Administrative Register.

## For Your Information

### STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular meeting held in Sacramento, February 10 and 11, 1960.

#### *Approval of Appointment to State College Advisory Board*

In accordance with Education Code Sections 23651-23658, the Board confirmed the appointment by the Director of Education, Roy E. Simpson, of William L. Blair as a member of the Los Angeles State College Advisory Board, for a term ending September 30, 1960.

#### *Associations Approved for Membership*

In accordance with Education Code Section 1131, the Board approved the following organizations for which memberships for schools may be paid from school district funds until 1962, subject, however, to each organization notifying the Department of Education immediately whenever there is a change in the constitution, bylaws, or purposes of the organization, and subject further to withdrawal of approval by the State Board of Education at its discretion.

American College Public Relations Association<sup>1</sup>

*President:* Marvin Osborn, Jr. (Washington University)

*Secretary:* Horace Hewlett (Amherst College)

*Executive Director:* Frank L. Ashmore

*Headquarters Address:* 1785 Massachusetts Avenue, N.W., Washington 6, D.C.

California Association of Adult Education Administration

*President:* Maurice G. Reetz, 4472 E. Tulare, Fresno, California

*Secretary Treasurer:* Samuel G. Warren, 610 W. Philadelphia, Whittier, California

*Headquarters Address:* 601 North Garfield Avenue, Alhambra, California

#### *Rules and Regulations Adopted*

*State College Admission.* The Board, acting under the authority of Education Code Sections 152 and 23701, added Section 924.1 to Title 5 of the California Administrative Code, relating to admission to state colleges, to read as follows (effective March 19, 1960):

924.1. *Matriculation.* Any student enrolling in any semester or quarter, other than summer session or extension or as an auditor without credit, shall meet the standards for admission contained in Section 925, 926, 927, 928, 929, 930, 931, 932, or 933.

*Civil Defense Drill.* The Board, acting under the authority of Education Code Sections 152, 8001, and 8002, amended Section 17 and added

<sup>1</sup> Membership limited to junior colleges which are listed in the U.S. Office of Education Directory of Institutions of Higher Education as an individual or parent institution in the edition last preceding the date of application for membership in the Association (See Article 3A of Article III of its By-Law).

Section 17.1 to Title 5 of the California Administrative Code, relating to civil defense drills to read as follows (effective March 19, 1960):

17. *Fire Drills.* Except where the governing board of the school district has arranged for the conducting of fire drills at least once each school month by a fire department, the principal of each school shall hold at least once each school month a fire drill in which all pupils, teachers and other employees shall be required to leave the building. A record shall be kept in the principal's office of the date and hour of each fire drill.

17.1. *Civil Defense Drill.* The governing board of any school district may adopt a civil defense plan and by regulation provide for a civil defense drill on any day when school classes are maintained. Such plan and regulation may provide that such a drill may be conducted in any of the following ways:

(a) Requiring pupils to walk from school to their residences or other place of safety designated by the principal, parents, or guardian.

(b) Requiring pupils to go to a shelter area on the school grounds.

(c) Loading pupils on school vehicles and volunteer vehicles at customary loading areas for pupils and moving them not more than one mile from the school ground.

A record shall be kept in the principal's office of the date and hour of each civil defense drill and the time consumed for a drill conducted under subsection (b) or (c).

#### **Revocation of Credentials for Public School Service**

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons, effective on the dates shown:

Name	Date of Birth	Revocation effective	By authority of Education Code Section
Buchanan, Aneva	9- 4-15	February 10, 1960	13206
Cook, James Adelbert	1- 3-00	February 10, 1960	13207
Gannon, John David	1- 4-28	February 10, 1960	13207
Gantner, Joseph Francis	3-24-20	February 4, 1960	13205
Hanrahan, Robert Emmett	5- 8-31	February 10, 1960	13207
Session, Bradie Ragsdale, also known as Birdie Anese Session, and Birdie Anese Regsdale	11- 3-16	February 10, 1960	13206
Sperl, Connie Leo, also known as Leon Tyler	2-13-32	February 10, 1960	13206

#### **Suspension of Credentials for Public School Service**

In accordance with the provisions of Education Code Section 13201, the Board ordered the suspension of each credential, life diploma, and other certification document heretofore issued to Frank E. Witkowski (birth date 4-14-22), for the period ending June 30, 1960.

#### **LIST OF TRANSPORTATION CAREER SCHOLARSHIPS AVAILABLE**

The National Committee on Education of the American Trucking Associations, Inc., has recently announced the publication of a 12-page booklet, *Trucking Industry Careers: Scholarship Programs of Motor Carriers and Allied Companies*. This scholarship list includes information about contributing companies, number of scholarships available, amount of each grant, required fields of study, sources of information,

and eligibility requirements. This booklet is one of three on trucking industry careers which comprise the series published by the association. The others list colleges and universities which offer courses in transportation and related subjects, and a discussion of career opportunities in the trucking industry.

Copies of the scholarship list or the complete series are available free of charge upon request to the National Committee on Education, American Trucking Associations, Inc., 1424 Sixteenth Street, N.W., Washington 6, D.C.

# Professional Literature

## PUBLICATIONS RECEIVED

BEST, JOHN R. *Research in Education*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959. Pp. 320. \$5.75.

CARRON, MALCOLM. *The Contract Colleges of Cornell University: A Cooperative Educational Enterprise*. Ithaca, N.Y.: Cornell University Press, 1958. Pp. 186. \$3.50.

*Children's Writing: A Collection from the Pens of Boys and Girls in Los Angeles County*. Curriculum Supplement—Language Arts No. 6. Los Angeles 12: Office of Los Angeles County Superintendent of Schools, 1959. Pp. viii + 192.

*College Testing: A Guide to Practices and Programs*. Prepared by the Committee on Measurement and Evaluation of the American Council on Education. Washington 6, D.C.: American Council on Education, 1959. Pp. 190. \$3.00.

DONALDSON, ROBERT S. *Fortifying Higher Education: A Story of College Self Studies*. New York 22: Fund for the Advancement of Education, 1959. Pp. 64.

DOWNIE, NORVILLE MORGAN. *Fundamentals of Measurement: Techniques and Practices*. New York 11: Oxford University Press, 1958. Pp. 414. \$6.00.

*Early Childhood Education: A Teacher's Handbook for Kindergarten-Grade 2*. Prepared by Divisions of Curriculum Development and of Elementary Schools. Curriculum Bulletin, 1958-59 Series, No. 5. Brooklyn 1, N.Y.: Board of Education of the City of New York, 1959. Pp. viii + 140. \$0.75.

*Educational Motion Pictures: 1960 Catalog*. Descriptive catalog containing subject and grade-level index from 16mm motion pictures. Bulletin of the Audio-Visual Center, Division of University Extension, Indiana University, Vol. 5, No. 1, January, 1960. Bloomington, Indiana: Indiana University, 1960. Pp. 664. \$1.50.

FLEMING, CHARLOTTE MARY. *Teaching: A Psychological Analysis*. New York 16: John Wiley & Sons, Inc., 1958. Pp. 292. \$5.00.

*Free and Inexpensive Teaching Aids for Science Education*. Edited by MURIEL BEUSCHEIN. Supplement to Chicago Schools Journal, Vol. XVI, No. 1, October, 1959. Chicago 21: Board of Education of the City of Chicago, 1959. Pp. 72. \$0.25.

*Human Relations in Education*. Review of Educational Research, Vol. XXIX, No. 4, October, 1959. Washington 6, D.C.: American Educational Research Association, 1959. Pp. 313-92. \$2.00.

JOHNSON, WENDELL, and OTHERS. *The Onset of Stuttering: Research Findings and Implications*. Minneapolis: University of Minnesota Press, 1959. Pp. x + 276 + 244. \$5.00.

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\* A limited number of copies are available from the Director of Recreation, State Recreation Commission, 722 Capitol Avenue, Room 3076, Sacramento 14, California.

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